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ABSTRACT

These facilitator's skill packets comprise eight separate packets on beginning social skills: (1) listening; (2) starting a conversation; (3) having a conversation; (4) asking a question; (5) saying "thank you"; (6) introducing oneself; (7) introducing other people; and (8) giving a compliment. Each packet contains the following sections: definition of beginning social skills; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

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BEGINNING SOCIAL SKILLS

FACILITATOR'S SKILL PACKETS

8-15

SOCIAL SKILLS TRAINING

Job Corps

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Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 8

Listening

"The great charm of conversation consists less in the display of one's own wit and intelligence than in the power to draw forth the resources of others."

— Bruyere

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students listen attentively to others and make an effort to understand what is being said.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 8. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview the video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

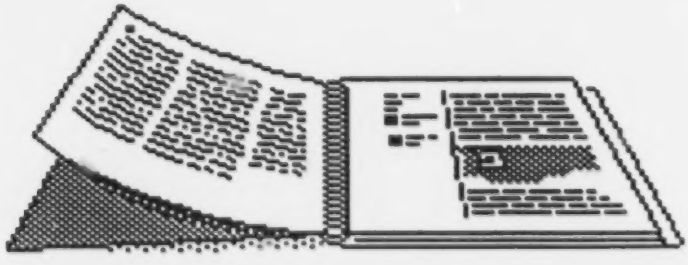
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Doesn't it seem like listening should be an easy skill to learn and use? After all, we spend many hours every day "listening" to our parents, our boss, our friends, etc. But learning to be an "active" listener takes lots of practice.

In conversations with others, many times we really aren't listening, but just "waiting to talk." Being a good listener means being attentive to what the other person is saying and listening "with every bone in your body."

A good listener often "listens" to more than just the words that are being said. You can tell how someone is feeling by watching their facial expressions, their body language, their eye contact, etc.

Developing good listening skills is important no matter what job you have. Whether your boss is giving instructions, you're taking an order, or your co-worker is discussing a project with you, it's necessary to listen closely to what is being said so that you understand the job you have to do.

We all want friends who show us respect by listening attentively to what we say. It makes us feel that they're interested in us, that what we say is important and meaningful.

Being a good listener helps us learn more about the people and world around us. People who aren't good listeners miss out on life!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Passing the Word.

The group is arranged in a circle. The facilitator whispers a somewhat detailed message to the first student who whispers it to the next and so on. The last student says the message out loud and it is compared to the original. **Materials needed:** an original message.

2. Sounds.

Students are asked to volunteer what they are hearing and these items are listed on the board. Prompt them to consider less noticeable items like their own breathing, etc. **Materials needed:** chalk, chalkboard or similar.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Look** at the person who is talking.
  2. **Think** about what is being said.
  3. **Wait** your turn to talk
  4. **Say** what you want to say.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are talking with your R.A. about a problem and he or she doesn't seem to be listening to you, but is filling out paperwork while you talk.
2. Your teacher explains how to do the math test. You weren't paying close attention.

In the Community

1. Someone is giving you directions to get to the mall. You are unfamiliar with the area.
2. You are volunteering time on a crisis line.

On the Job

1. Your boss explains how to do a complex task. You are not paying attention.
2. Your co-worker is having job related problems and wants you to listen to them.

In a Social Situation

1. Your friend asks you to pick up something from the store on the way home from work.
2. Your friend is telling you the same story for the third time.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How would you feel if, while giving a report at work, your boss kept interrupting you to talk about what he's doing?
- How can you tell if someone is really listening to you and not just waiting to talk?
- Do your friends think that you're a good listener? Why?
- Have you ever been on a date with someone who monopolizes the conversation and doesn't appear interested in what you have to say? How do you feel?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

8. Listening

I listen attentively to others and make an effort to understand what is being said.

STEPS TO GOOD LISTENING

1. **Look** at the person who is talking.
2. **Think** about what is being said.
3. **Wait** your turn to talk.
4. **Say** what you want to say.

If we are good listeners, people who talk to us feel respected and understood.

To be a good listener, pay attention to what is said. Don't interrupt, and show the speaker you are concentrating on what is being said.

To understand what is being said, think about it. If you don't understand, ask questions that will make what is said clear.

Being a good listener is important no matter what job you have. Your boss and co-workers want to know that you respect them, are interested in what they have to say, and understand what you have to do.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 9

Starting a Conversation

"Wise men talk because they have something to say; Fools because they would like to say something."

— Plato

U.S. Department of Labor

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students are comfortable starting a conversation with any individual or group and in any situation.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 9. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #14 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

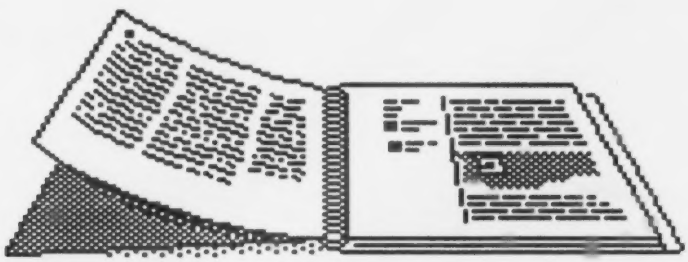
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

2. Introduce the Skill:

Have you ever noticed someone who looks interesting and you thought you might like to talk to him or her?

Most people like to interact with others. When someone tries to start a conversation with you it means that they are interested in what you have to say.

Sometimes starting a conversation, especially with someone you don't know well, can make you feel uncomfortable. After all, you don't know if they will want to talk to you. They might be too busy or too shy. On the other hand, they might enjoy getting to know you.

When you want to start a conversation with someone it's easier if you start with small, safe topics. This is called "small talk." If the person seems interested and wants to talk with you, you can bring up more important subjects.

If they don't seem to want to talk, you can end the conversation easily without feeling uncomfortable or embarrassed.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #14

This video is a short scenario depicting a student inappropriately trying to get the attention of her RA who is involved in a conversation with someone else.

ALTERNATE CHOICES

1. Opening Lines.

Have the students volunteer opening lines for conversations. These can be things like "Got a match?", "What's your sign?", "Hot enough for you?", etc. Write these on a blackboard or flip-chart pad.

2. Small Talk.

Have the students think up topics that are safe to talk about with almost anyone (the weather, sports, etc.). Ask them to suggest topics that would not be appropriate. Write them down on a blackboard or flip chart.

3. Create your own "Attention-Getting" activity.

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Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Greet** the other person.
2. **Make** small talk.
3. **Decide** if the other person is listening.
4. **Bring up** the main topic.

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You find out that someone new to Job Corps comes from your hometown. You'd like to talk with them.

2. At dinner you see a new student you'd like to meet.

In the Community

1. You are travelling on a bus, plane, or train. It is going to be a long trip. The person sitting next to you seems interesting and nice.

2. You are at a hockey game and are sitting next to someone who seems to know a lot about the game. You haven't seen a hockey game before and you think maybe this person could explain it to you.

On the Job

1. You are new on the job and it is lunch time. You sit down in the lunch room across from someone who was introduced to you earlier. You know that the person has worked for the company for a long time and you want to find out what the company is like.

2. You run into your boss in the elevator.

In a Social Situation

1. You are at a dance with some of your friends. You see someone with whom you would like to talk.

2. Your friend talks you into going to a meeting with her. She knows a lot of people at the meeting, but you don't know anyone.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some topics that you could use to make "small talk?"
- What are some ways that you can tell if the person you've started a conversation with wants to continue talking to you?
- What topics could you make small talk about if you wanted to start a conversation with someone at the bus stop? at a basketball game? on a vacation trip? at a party?
- How might you end a conversation when you don't have time to talk to someone?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

9. Starting a Conversation

I am confident that I can start a conversation with any person or group in any situation.

Knowing how to start a conversation can help you get to know other people and make new friends.

When you start a conversation with someone, you are telling them that you think they are an interesting person.

Make both yourself and the other person feel comfortable by starting out with "small talk." If the other person is listening and seems interested, you can bring up other topics.

If they don't seem to want to talk, you can end the conversation easily, without feeling uncomfortable or embarrassed.

STEPS TO STARTING A CONVERSATION

1. **Greet** the other person.
2. **Make** small talk.
3. **Decide** if the other person is listening.
4. **Bring up** the main topic.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 10

Having a Conversation

"'Really, now you ask me' said Alice, very much confused, 'I don't think————————'
'Then you shouldn't talk,' said the Hatter."

— Lewis Carroll
Alice's Adventures in Wonderland

U.S. Department of Labor

Job Corps
10
Having a Conversation
STAR SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students talk with others about things that are interesting to all of them.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 10. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #20 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

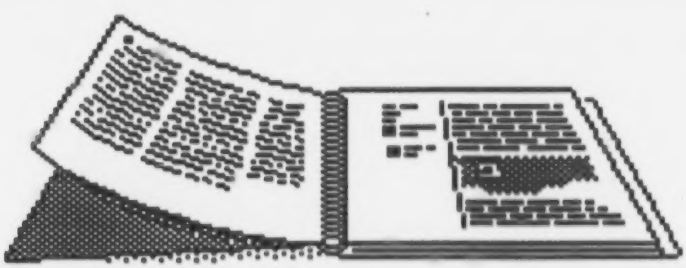
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

Having a conversation can be interesting and fun, but it involves give and take.

In a good conversation, each person has a chance to say what they want to say, and then listens to what the other person has to say.

Sometimes in a conversation both people try to talk at the same time, or they don't really listen to what the other person is saying. This can be frustrating and cause misunderstandings.

To be a good conversationalist you must be willing to listen as well as talk.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. A Bad Conversation.

Ask a student to tell you about his/her vocation. Interrupt the student with other subjects frequently. Ask the student how he/she felt.

2. Non-conversation.

Ask a student to tell you about the Super Bowl, a recent movie or an event that he/she is interested in. Respond to each statement by saying "Oh," or "Yeah," or "I don't know." Ask the others if this is a good conversation.

3. Create your own "Attention-Getting" activity.

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Say** what you want to say.
  2. **Ask** the other person what he or her thinks.
  3. **Listen** to what the other person says.
  4. **Say** what you think.
  5. **Make** a closing remark.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You just met a new student and want to know more about him or her.

2. At lunch you and your friends want to talk about your plans for the evening.

In the Community

1. You meet your neighbor out in front of the apartment building and you talk about problems in the neighborhood.

2. At a community meeting you sit next to someone you don't know well.

On the Job

1. You meet a co-worker for lunch and talk about the project you are working on.

2. Your boss invites you in to talk about an idea she has for a new project.

In a Social Situation

1. After a movie you stop for a snack. Your friend liked the movie and you didn't.

2. You go to dinner with a blind date.

3. You meet someone and he/she asks you if you follow sports events. You say no, and the person doesn't say anything else.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What could you do if the other person keeps interrupting you?
- How could you tell if the other person isn't listening to what you have to say?
- Is it important for two people to agree on something for them to have a good conversation?
- Name some good ways to close a conversation.

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

10. Having a Conversation

I talk to others about things that are interesting to all of us.

STEPS TO HAVING A CONVERSATION

1. Say what you want to say.
2. Ask the other person what he or she thinks.
3. Listen to what the other person says.
4. Say what you think.
5. Make a closing remark.

Having a conversation can be easy and enjoyable. It can be a chance to relax and share ideas with friends, to discuss important issues or to learn something new.

The key to having a good conversation is to be willing to give and take. It's important to say what you think **AND** to listen attentively to what the other person has to say.

If you're willing to say what's on your mind and to iisten to others, you'll be a good conversationalist!

Artwork by James Darwin
Keystone JCC

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 11

Asking a Question

"The only dumb question is the question you don't ask."

— Anonymous

U.S. Department of Labor

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students decide what information they need and ask the right person for that information at the right time and place and in the right way.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 11. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #20 *(description on page 4);* **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

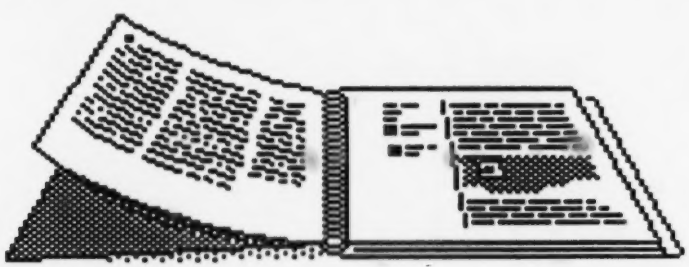
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

    1. **Use an "Attention-Getting" activity.**
    2. **Introduce the skill.**
    3. **Describe the basic steps for the skill.**
    4. **Model the skill.**
    5. **Have students role play the skill.**
    6. **Discuss how to use the skill in everyday life.**
    7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Sometimes asking a question can be the smartest move you can make. It can save you a lot of hassles, mistakes and wasted effort. No one knows all of the answers all the time.

Not knowing something doesn't mean that you're stupid. Often the people we think of as smart are those who were willing to ask the simplest questions.

When you decide to ask a question, it's important to ask someone who will probably know the right answer or who has the best information.

Timing is also important. If you interrupt someone who is busy, he or she may get angry or upset, and you may not get the information you need. It's important to wait for an opening.

If you don't find out what you need to know, try asking someone else.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. 20 Questions.

Select two students and have each of them in turn come up with an object in the room. Play two rounds of the game "20 Questions" with the rest of the group asking questions. Discuss afterwards how some of the questions SEEM stupid. Discuss also how important asking questions is to finding out things you need or want to know.

2. When to Ask.

Stand at the front of the room. In a very soft voice instruct the students to stand, face left and raise one hand over their heads. See if this leads the students to ask you to repeat louder, ask you to clarify your left or their left, which hand, etc.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

Presentation Steps

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Decide what** you need to know
  2. **Decide whom** to ask.
  3. **Think about** different ways to ask your questions and pick one way.
  4. **Pick the right time and place** to ask your question.
  5. **Ask** your question.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. It's finally payday. After you wait in line for 10 minutes the staff member tells you that your paycheck didn't come.

2. You know you have a group meeting tonight, but you can't remember where or when it is. Your RA has several other students in the office and she is on the telephone. You can't miss the group.

In the Community

1. You stop at a gas station to use the restroom. The bathroom is locked and the key is kept in the office.

2. You're at the Post Office and you want to register to vote. You don't know what to do.

On the Job

1. You are working with your crew on a carpentry project. Your boss asks you to get him a tool. You don't know what the tool is.

2. You arrive in a large office building for a job interview and don't know where the room is located. There's a receptionist at a booth in the lobby. Have two students approach/ask in opposite ways: abruptly and politely. Discuss who gets more information.

In a Social Situation

1. Your friend has agreed to go out with you. You see her in the cafeteria with several others and you want to know what she wants to do tonight.

2. You need a personal item at the drug store and you can't find what you need.

Presentation Steps

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- When is a bad time to ask a question? Why?
- What are some questions **you** should ask an employer on a job interview?
- How should you decide **who** to ask when you have a question about home leave? clothing allowance? a personal problem? Your GED test?
- If you are new to a town or community, what would you need to find out? Who could you ask.

---

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

11. Asking A Question

I know when I should ask a question, who I should ask, and how to ask it in the right way.

STEPS TO ASKING A QUESTION

1. **Decide** what you need to know.
2. **Decide** who to ask.
3. **Think about** different ways to ask your question and pick one way.
4. **Pick** the right time and place to ask your question.
5. **Ask** your question.

Asking a question can be a smart move. No one knows all the answers all of the time. Even the smartest person needs to ask questions sometimes.

Asking a question is a good way to learn more about something you don't understand, something you didn't hear, or something that is confusing.

When you ask a question, you should decide who has the best information to give you a correct answer. In class, don't depend on your friend when you can get the right answer from your teacher.

Remember, timing is important. If you interrupt someone who is busy, you may not get the information you need. Be sure to pick the right time to ask your question.

Asking a question can save you hassles, mistakes and wasted time. **It's a smart move!**

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 12

Saying "Thank You"

"Nothing is more honorable than a grateful heart."

— Seneca

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students are courteous and show appreciation to others when appropriate.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 12. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

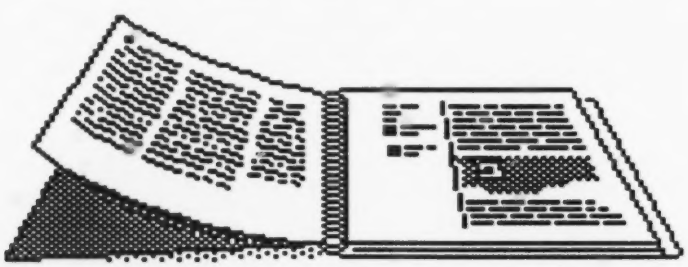
3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

- **Review the Objective** on the opposite page (←).
- **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).
- **Follow the 7 presentation steps.** They are described in full on the next few pages.

  1. **Use an "Attention-Getting" activity.**
  2. **Introduce the skill.**
  3. **Describe the basic steps for the skill.**
  4. **Model the skill.**
  5. **Have students role play the skill.**
  6. **Discuss how to use the skill in everyday life.**
  7. **Conclude the session.**

- **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the white duplication master on the back cover of this packet.**
- **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

- Saying "thank you" **IS** a skill! It is something we learn to do.
- Sometimes we forget how important it is to others to show appreciation for the good things they do by saying "thank you."
- To get ahead in life, it is important to learn to say "thank you" even when we don't like what's being said or after we're corrected. We all can learn from our mistakes.
- We can say "thank you" in many ways, **both verbally and by our actions**.
- Learning to accept a "thank you" is important, too.
- **The best "thank yous" are always those that are honest and sincere.**

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next session.

ALTERNATE CHOICES

1. Thank You cards.

Each student on entering is given a Thank You card and an envelope. They are told to pick one person they would like to thank and write a brief 'thank you.' Students are then asked to volunteer whom they wrote to and why. The cards are picked up and distributed or mailed. **Materials needed:** One 'Thank You' card per student with an envelope.

2. Thank You Poster.

At the front of the room is a big piece of poster board or butcher paper with "THANK YOU" written on it, leaving room for someone's name to be put on it at the same size. Students are asked to suggest someone in the Center who deserves thanks. This is voted on. The person's name is put on the poster, and all the members of the class sign it (they may add positive comments if they like). The poster is hung up at the center. **Materials needed:** Poster board or butcher paper. Pens, pencils, markers or paint. Tape or pushpins to hang up poster.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below.

1. **Decide** if the other person said or did something for which you want to thank him/her.
2. **Choose a good time** and place to thank the other person.
3. **Thank the other person** in a friendly way.
4. **Tell the other person why** you are thanking him/her.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Your counselor was really supportive of you when you returned to Center after a family emergency.

2. As you are sitting at your desk about to begin your class day, suddenly you remember you left your locker open and your wallet lying on the bed. As you're about to dash out of class, your roommate rushes in and hands you your wallet with all contents intact and the key to your locker.

In the Community

1. A community member arranged for a donation of books to the Center library.

2. Your baseball coach yells at you to choke up on the bat. You try it and get a hit.

On the Job

1. Your supervisor compliments you for doing a very good job on preparing the monthly report.

2. Your co-worker sees you doing something wrong and shows you the right way to do it.

In a Social Situation

1. You are carrying several packages. Someone stops to open the door for you.

2. A member of the opposite sex compliments you on how good you look.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- Can you think of a situation when you thanked someone for telling you something you didn't really like? When?
- Are there people that you never thanked who helped you sometime? Who are they?
- How do you feel when someone thanks you for what you've done?
- How can you show your thanks without actually saying the words?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

12. Saying "Thank you"

I am able to thank someone when it is appropriate.

STEPS TO SAYING "THANK YOU"

1. **Decide** if the other person said or did something for which you want to thank him/her.
2. **Choose** a good time and place to thank the other person.
3. **Thank** the other person in a friendly way.
4. **Tell** the other person why you are thanking him/her.

Learning to say "thank you" when someone has helped you or done something nice is an important skill. By using these two simple words, we let others know that we appreciate their thoughts, words, or deeds. Saying "thanks" encourages others to help someone again.

Saying "thank you" also tells other people about you. It shows them that you are the kind of person who recognizes others for doing something nice, who respects others for their knowledge and actions, and who cares about other people — that you're a good friend or co-worker.

The hardest "thank you" to say is when someone corrects you or tells you what to do. If you learn something from a mistake or find out a better way to do something, remember to thank the other person.

Learning how to say "thank you" as well as accepting "thank you" is a basic necessity in life. It helps build character, makes us feel better about ourselves and brightens someone else's day.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 13

Introducing Yourself

"'If you think we're wax-works,' he said, 'you ought to pay, you know. Wax-works weren't made to be looked at for nothing. No how!' 'Contrariwise,' added the one marked 'Dee,' 'if you think we're alive, you ought to speak.'"

— Lewis Carroll
Alice's Adventures in Wonderland

U.S. Department of Labor

Job Corps
13
Introducing Yourself
STAR SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students introduce themselves appropriately to others on their own initiative.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 13. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #20 *(description on page 4);*

   OR, if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

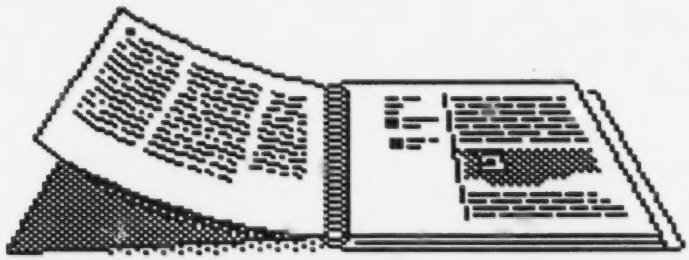
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

At one time or another we are faced with a work or social situation where we don't know the other people. To meet new people or get comfortable with the group, it's important to know how to introduce yourself. Sometimes someone else will take the first step and introduce themselves, but often it'll be up to you.

Sometimes we feel uncomfortable or nervous meeting new people. We wonder what they will think of us. Will they like us? Do they want to get to know us? It's always a risk, but some of life's best opportunities come from introducing ourselves to people we don't know.

There are often other opportunities to introduce ourselves when new people enter our environment. It's easy when we're feeling comfortable to greet new people when they move into your dorm, start working with you, or join your team. Remember how hard it is to make the first step and instead introduce yourself to them. You'll probably make a wonderful new friend! Try it! It's easy!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Introduce Your Partner.

Divide the students into groups of two. In five minutes or so, the students should come up with 5 adjectives to describe their partner. Bring the group back together and have each student introduce their partner using the 5 adjectives.

2. Silent Introductions.

Form the group into a standing circle. WITHOUT WORDS, greet the person on your right and direct them to greet the next student. Continue ***silently*** around the circle until everyone has met one another.

3. Create your own "Attention-Getting" activity.

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3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:

1. **Choose** a good time and place to introduce yourself.
2. **Greet** the other person and tell him/her your name.
3. **Ask** the other person his or her name if you have not been introduced.
4. **Tell** the other person something to help start your conversation.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

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5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You see someone who is brand new to the Job Corps program and who looks interesting to meet.

2. You are in an intramural game with people from Job Corps you haven't previously met.

In the Community

1. You are on a Job Corps team that is playing a team from the community.

2. You're selected as your center's representative to a community function. You don't know anyone there.

On the Job

1. You are new on the job and you want to meet your co-workers.

2. A new worker is hired on to your section at work.

In a Social Situation

1. You go to a party and everyone else seems to know one another.

2. You are at a dance and see someone you'd like to meet.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- If you see a person at a party who you think you'd like to meet, what would you do?
- How would you introduce yourself to a potential employer? At a job interview?
- When is it appropriate to shake hands?
- How would you introduce yourself to new neighbors who move into your complex? What do you want them to know about you?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

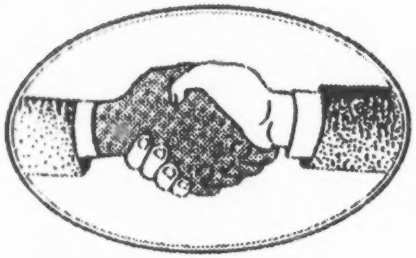
1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

13. Introducing Yourself

I am comfortable approaching someone and introducing myself in an appropriate manner.



At one time or another, everyone feels uncomfortable or nervous meeting new people. By learning how to introduce yourself and practicing the skill, you'll become more confident and at ease.

You never know what the outcome will be of introducing yourself. You might make a new friend, find out about a job opportunity, or just enjoy yourself in a social gathering. But whatever the outcome, it all starts with learning how to introduce yourself.

Sometimes you can put the shoe on the other foot. If you see someone new at work or notice someone at a party who doesn't know many others, try introducing yourself first. You'll help them feel comfortable, and both of you will have more fun.

Remember that meeting new people, whether on the job, at a party, or in other social settings, it all starts with that first simple step . . . introducing yourself. Just smile, look them in the eye, shake hands if you'd like, and introduce yourself.

STEPS TO INTRODUCING YOURSELF

1. Choose a good time and place to introduce yourself.
2. Greet the other person and tell him/her your name.
3. Ask the other person his or her name if you have not been introduced.
4. Tell the other person something to help start your conversation.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 14

Introducing Other People

"'Who was that masked man?' 'Why that, that was the Lone Ranger!'"

— Radio and TV show dialogue

U.S. Department of Labor

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students recognize when people don't know one another and introduce them properly.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 14. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #20 *(description on page 4)*; **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

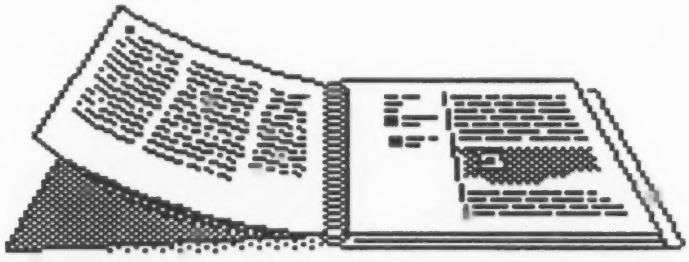
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

---

2. Introduce the Skill:

Learning to introduce others is an important social skill to acquire. Often in work and social situations we are called upon to introduce friends and co-workers to other people. Knowing how to feel comfortable with introducing strangers can help others feel at ease. We've all been in situations where we don't know the others in the group. When someone introduces us, we feel more comfortable and relaxed. Socially, making introductions is a sign of courtesy and politeness.

Probably the most important result of using this skill is that we tell other people that they are important to us and that we respect them.

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meeting with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Introducing Your Partner.

Ask the students to select a partner who they don't know very well. Give them a few minutes to get to know one another. Have the students return to the group and ask each student to introduce their partner, giving as much information as they can.

2. Passing the Introduction.

Have the students form a circle. In a whispered voice, the facilitator begins by telling the student on his/her left several things about himself/herself. The students then pass the message from one to the other. The last person then introduces the facilitator to the group with the information he/she received.

3. Create your own "Attention-Getting" activity.

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listedbelow:
  1. **Name the first person** and tell him or her the name of the second person.
  2. **Name the second person** and tell him or her the name of the first person.
  3. **Say something that helps** the two people get to know each other.

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4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. Someone you know from your old home town joins Job Corps. He or she is in the same vocational class as some of your friends.

2. You have a visitor at your dorm. Several of your dormmates are nearby.

In the Community

1. You are walking down the street with a friend when someone you once met calls out to you and comes over to talk. (Variation: you can't remember their name.)

2. At a community relations luncheon you have to introduce the guest speaker.

On the Job

1. Your boss asks you to get together with a group of employees to handle a special project. Some of the people you know and some you don't.

2. You have a new employee who you want to introduce to his or her co-workers.

In a Social Situation

1. You take a friend over to your parents' house to meet your family.

2. You take a friend to a party and he or she doesn't know anyone else.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- How would you introduce your date to your mom?
- How would you introduce a co-worker to one of the company's supervisors?
- What would you do if you forgot someone's name?
- If you're introducing someone to a group, what information would you give?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
6. Modeling **teaches how** to do something.

Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

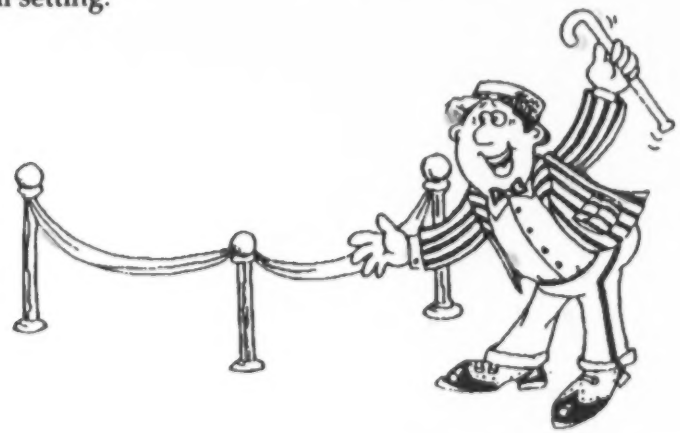
14. Introducing Other People

I introduce people who don't know each other in a proper way.

Introducing other people is an important way of showing courtesy in social situations.

Since meeting new people can be awkward or uncomfortable, **introducing people to each other helps them feel at ease and comfortable.**

By introducing others, **we show them that they are important to us and that we respect them.** That's important whether at work or in a social setting.



STEPS TO INTRODUCING OTHER PEOPLE

1. **Name the first person** and tell him or her the name of the second person.
2. **Name the second person** and tell him or her the name of the first person.
3. **Say something that helps** the two people get to know each other.

Social Skills Training

Job Corps

Facilitator's Skill Packet

Beginning Social Skills

NUMBER 15

Giving a Compliment

"To say a compliment well is a high art, and few possess it."

— Mark Twain

U.S. Department of Labor

Job Corps
15
Giving a Compliment
STAR SOCIAL SKILLS TRAINING

Beginning Social Skills

Beginning Social Skills are basic to the successful functioning of any group of people. These skills deal with communication and the "social graces." A solid understanding of these basic skills creates a strong foundation for the more complex skills.

Objective

This lesson will be accomplished when the students tell others in a respectful manner that they like something about them or something that they have done.

To Facilitate This Unit You Will Need:

1. Social Skills Student Handbook page for Skill 15. A copy is on the back cover of this packet. (*Pass out one copy per student.*)

2. To preview video tape #20 (*description on page 4*); **OR,** if a video is not available or you do not choose to use it, then use one of the "Attention-Getting" activities that are explained on page 4 of this packet.

3. A co-facilitator or student who is prepared to help you model the skill *as described in Presentation Step 4.*

Using this Skill Packet

☞ **Review the Objective** on the opposite page (←).

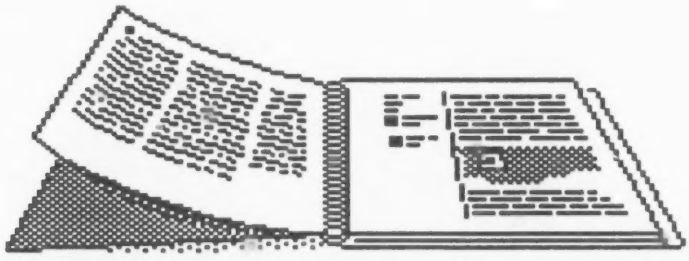
☞ **Prepare for the lesson and obtain the necessary materials** as described on the opposite page (←).

☞ **Follow the 7 presentation steps.** They are described in full on the next few pages.

1. **Use an "Attention-Getting" activity.**
2. **Introduce the skill.**
3. **Describe the basic steps for the skill.**
4. **Model the skill.**
5. **Have students role play the skill.**
6. **Discuss how to use the skill in everyday life.**
7. **Conclude the session.**

☞ **If you do not have copies of the Social Skills Student Handbook page for this skill for each student, use the duplication master on the back cover of this packet.**

☞ **If you need further assistance** in leading the modeling or role playing activities, please review the **Hints and Reminders** located on the **inside** back cover of this packet.



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Presentation Steps

1. Use an "Attention-Getting" Activity:

Show the video or use one of the Alternate Choices described on the **opposite page**. Your purpose is to get the students interested and to focus their attention on this skill. The activity is an opportunity to have some fun!

Involve the students in a discussion of how this activity relates to the skill that you will be presenting.

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2. Introduce the Skill:

A compliment is like a gift you can give to someone to let them know that you like something about them, or something that they have done. Giving compliments tells others that they are important to us and that we appreciate what they are doing.

Giving a compliment can be very personal. Sometimes people aren't used to giving or receiving compliments and they may feel uncomfortable or embarrassed.

When you give a compliment you want to sound sincere, **like you really mean it**. Sometimes if you give someone a compliment in front of other people, or you make too big a deal about it, you might embarrass yourself or the person that you meant to compliment.

That's why it's very important to choose the right place and time to give your compliment.

Giving a compliment lets others know that you appreciate them and what they are doing. That makes both you and the other person feel good!

CONTINUED ON PAGE 5

Attention-Getting Activities

VIDEO

1. Video #20

This video is a flashback to a student's first day on center and her meetings with new friends. The video can be used for all eight beginning social skills and is divided into 3 parts which can be stopped and started again for the next lesson.

ALTERNATE CHOICES

1. Practice Session.

Have the students stand in two lines facing each other. Each student is to give a true and sincere compliment to the person he or she is facing ("I think you have a great smile,"etc.). Both persons give a compliment to each other. Then one of the lines shifts one person to the right so that everyone is facing someone new. Again, short compliments are given. This is repeated until all the students have complimented each other.

2. Modeling.

Start the class by complimenting each of the students on something you appreciate about them. Be sure to do this in a non-embarrassing way! Also, be sincere and genuine.

3. Create your own "Attention-Getting" activity.

_____

_____

_____

3. Describe the Basic Steps for this Skill:

- Ask the students to try to name the steps.
- Hand out a copy of the Social Skills Student Handbook page for this skill. **(The BACK COVER of this packet contains a copy of the HANDBOOK page.)**
- Review the steps listed below:
  1. **Decide what** you want to compliment about the other person.
  2. **Decide how** to give the compliment.
  3. **Choose** the right time and place to give it.
  4. **Give** the compliment.

---

4. Model the Skill:

Model the skill using all the correct steps with a co-facilitator or a student volunteer whom you have coached on the part he or she will play. **Think of a situation, or use one of the suggestions on the opposite page (→).**

Have the students point out how you used the basic steps of the skill in the modeling activity.

---

5. Have the Students Role Play the Skill:

- Divide the students into small groups so that everyone can actively participate in role playing. *(See Hints and Reminders located on the inside back cover of this packet.)*
- Assign each group a role playing topic or ask them to think of their own. **(You can use one of the suggestions on the opposite page.)**
- Give each group a few minutes to prepare their role play.
- Have each group perform their skit.
- Ask the students to give feedback on how well the skill steps were followed.

Suggestions for Modeling or Role Playing

At Job Corps

1. You are playing a game with someone. He or she is your opponent but makes an exceptionally good play in the game.

2. Your roommate fixed her hair differently and you really like it.

In the Community

1. A waiter gives you very good service.

2. You and your friend are in town and a group of local guys starts harrassing you. Your friend skillfully avoids a fight.

On the Job

1. A fellow worker is doing the same kind of project or work that you are. He or she is doing an exceptionally good job on an area of it that you know is really difficult to do.

2. You are at a meeting at work and a person offers a really good idea. You also notice that she's wearing a really pretty blouse.

In a Social Situation

1. You go to someone's house for dinner. You didn't like the main course, but the dessert was great.

2. Your friend organized a party and it went very well.

6. Discuss How to Use the Skill in Everyday Life:

Ask the students to think of other situations in their lives where they can use this skill. Ask questions such as:

- What are some things that you could say to compliment a friend?
- What could you say to compliment someone you don't know well?
- Can you think of a time when a compliment has embarrassed you?
- Who are some of the people in your life that you could compliment? Why?

7. Conclude the Session:

- ✔ Review briefly the steps involved in this skill.
- ✔ Encourage the students to try this skill in a variety of different settings.
- ✔ Collect the Social Skills Student Handbook pages.
- ✔ Remind students that the steps to the skill are in their personal copy of the Social Skills Student Handbook.
- ✔ Use the remaining time to answer questions.
- ✔ Thank the students for their attention and congratulate them on having learned a new skill.

Helpful Hints and Reminders on Successful Modeling and Role Playing

Relax! Modeling and role playing are parts of our everyday lives. Modeling is **showing** others the right way to do something. Everyone at one time or another determines how best to handle a situation by observing how others are acting.

Role playing activities give others a chance to **practice** these skills. Everyone tries different approaches before doing something new. Role playing comes easily to students. Let yourself and the students have fun with this.

Modeling

1. Relax! Let this be fun.
2. Be confident. Rehearse or review the modeling situation until you are comfortable. If any part is awkward, change it.
3. Be honest and real. Make it believable.
4. Be sure to **follow the correct steps** for the skill.
5. Keep it clear and simple. Don't clutter it up. It doesn't have to be fancy.
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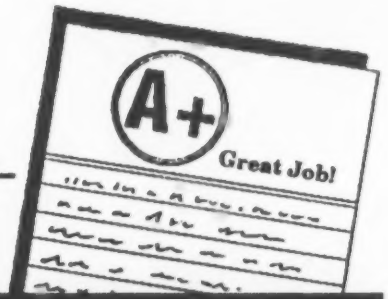
Role Playing

1. Role playing gives the opportunity to **practice how** to do something correctly. This is done through acting.
2. Relax. Most students enjoy role playing.
3. Keep the role playing focused on the skill.
4. Coach the role players as necessary.
5. Let the role players improvise; don't create scripts.
6. Let students volunteer their own ideas.
7. Praise correct use of the skill.
8. If students fail to use the correct steps, **intervene**. Provide corrective feedback and review the skill steps if needed.

15. Giving A Compliment



I tell others in a respectful way that I like something about them or something that they have done.

STEPS TO GIVING A COMPLIMENT

1. **Decide** what you want to compliment about the other person.
2. **Decide** how to give the compliment.
3. **Choose** the right time and place to give it.
4. **Give** the compliment.

Giving a compliment is like giving a person a very personal gift. It tells the other person that you appreciate what they are doing and that they are important to you.

If you think of giving a compliment as being the same as giving a personal gift, you will be able to decide when, where, and how to give it appropriately.

Some people have trouble accepting compliments. We shouldn't let that stop us from giving them.

Giving compliments, like giving gifts, makes you and the other person feel good.